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ABSTRACT

This practicum sought to address the need for increased opportunities for prospective adoptive parents to gain introductory knowledge regarding adoption issues and processes in a rural state in the northeastern United States. A multimedia educational unit containing a 45-minute videotaped presentation and various written materials were developed and produced. Limited advertising was utilized to inform the public of the availability of the unit, which was mailed to 13 prospective adoptive parents who inquired about it. Parent evaluations of the unit indicated that most prospective parents believed that they had gained significant information from the unit, and felt that it was a valuable tool for prospective adoptive parents. Two appendices contain parent survey questionnaires. (MDM)

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# Facilitating Introductory Adoption Education for Rural Prospective Adoptive Parents By the Use of Mailed Multi-Media Educational Packets

by

Martha B. Naber

Cluster 43

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A Practicum I Report

Presented to the Ed.D Program in Child and Youth Studies
in partial fulfillment of the requirements for the degree of Doctor of Education

NOVA UNIVERSITY

1994

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Sheridan Robbins
Sheridan Robbins, MSW

Sheridan Robbins,MSW

Partner, Adoption Counsel
Title

34 Winn Rd. Falmouth, ME 04105
Address

October 7, 1993
Date

This practicum report was submitted by Martha B. Naber under the direction of the advisor listed below. It was submitted to the Ed.D Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

July 28, 1994
Date of Final Approval of Report

June S. Delano
June Delano, Ph.D., Advisor

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The writer would like to thank all the participants who viewed all the proposed materials and contributed valuable evaluations. These evaluations will be helpful in improving this educational unit and subsequent efforts in adoption education. Family members contributed resources of time, personal, and financial support to make this effort possible.

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## ABSTRACT

Facilitating Introductory Adoption Education for Rural Prospective Adoptive Parents By the Use of Mailed Multi-Media Educational Packets. Naber, Martha B., 1993: Practicum Report, Nova University, Ed.D. Child and Youth Studies. Adoption Training / Adoptive Parent Preparation / Introductory Adoption Education.

The writer identified a need for increased opportunities for prospective adoptive parents to gain introductory knowledge regarding adoption issues and processes in her home state. Literature and anecdotal sources identified the unique needs of this population for information and support before parenting. The rural nature of the state and the sparse population involved provided unique challenges for offering introductory adoption education.

The writer produced a multimedia educational unit consisting of a forty five minute video taped presentation, supported by a variety of written materials. These were mailed to prospective adoptive parents after they had made initial inquiries to the writer. Limited advertising was utilized to inform the public of the availability of the developed unit.

The educational unit proved to be a valuable tool for prospective adoptive parents to initiate their adoption education, as documented by the participants themselves. Topics for development of future educational units were identified as a result of this project.


* * * * * * * *

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# Chapter I

# INTRODUCTION

## Description of Work Setting

The work setting of the writer was an innovative private business servicing the entire state in which the writer lived. The large rural northeastern state had a very sparse population widely spread throughout the state. The business, established three years ago, offered education and support to anyone with adoption related issues. The business was staffed by the writer and one other educator who also offered adoption counseling services. Each partner had an office in her home, one in the southern portion of the state and one in the central area of the state.

The clients of the business were those seeking information or support related to some aspect of adoption. The clients lived in all areas of the state and called to receive information or referrals. Occasionally, the clients would attend a workshop or course offered by the partners close to their residence. The clients were persons interested in adopting a child, those who had adopted one or more children and had family adjustment issues, or those who may have been interested in initiating a search for family members lost through adoption.

## Description of the Writer's Role

The writer initiated the business after ten years of experience in the field of adoption and foster care, as well as eight years of educational training for foster and adoptive parents.

The writer was also an adoptive parent. The writer's role was that of an educational consultant and partner in the business. The writer offered group educational classes, individual education sessions, workshops, and phone consultations to clients. The writer planned to continue offering courses with the partner in the business after assessing the needs of the population.

## Chapter II

## STUDY OF THE PROBLEM

### Description of the Problem Situation

Opportunities for the public, and especially for prospective adoptive parents, to receive accurate information and education about adoption were very limited in the writer's state. Traveling long distances was often required for prospective adoptive parents to participate in adoption preparation classes. The licensed private adoption agencies within the state offered classes to their clients only. Two of the six private agencies did not offer classes. There was no other private business offering adoption education in the state. Clients called both partners in the business seeking current information about all aspects of adoption.

### Problem Documentation

The existence of the problem was documented in four ways. The writer interviewed the Adoption Program Specialist of the state who revealed a lack of opportunities and the need for adoption education. This specialist, Leonore Taylor, said there was a need for adoption preparation education because "all families formed by adoption have life long issues unique to adoption which need discussion and resolution. They need to know before the family is formed that there will be issues, and be prepared to handle them and to know where to

go for help as the help is needed."(Taylor, April 14, 1992) She also stated that over half of the adoptions each year in the writers state do not have an agency involved. These families would not have any educational opportunities unless they sought them on their own. The opportunities for them were very limited.

A survey of twenty four Resolve (an organization established to provide support and information for infertile persons) members revealed the lack of opportunities for them to receive adoption education. All of the respondents said they would be able to attend workshops or classes if available in their area of the state. At the present time no classes were available. They expressed their need to be prepared if they were to become prospective adoptive parents.

Records of two months of calls to the business from persons interested in adoption documented a need for adoption information. Sixteen of twenty four callers asked for introductory adoption information. They reported knowing no other information sources from which to receive adoption information.

Adoption A Life Long Process (1989) , the report of an eighteen month study of adoption in the writer's state, documented the lack of education available about adoption and the need for it in the state. The report stated: "The task of educating Maine citizens about adoption is enormous, it is necessary to improve the adoption process."(pg. 25) This report quoted an earlier report on adolescent pregnancy which stated "an increase in counseling education and public information efforts about formal adoption is necessary to improve the knowledge of attitudes about adoption."(pg. 25) An adoptive parent quoted in the report stated "extensive, helping resources are needed to help people make informed and positive decisions about adoption and all aspects about adoption."(pg. 28)

## Causes of the Problem

The writer believed that there were four causes of the lack of educational opportunities for prospective adoptive parents. There were few independent educators in the state with current knowledge and experience in the field of adoption. Taylor (1992) knew of four efforts offering training: the writer's business, a state/university training institute offering ongoing training but no adoption preparation, a group of agency directors offering ongoing training but no adoption preparation, and an individual who in the past had offered adoption services and of whom she had no current knowledge. This small number of possible educators limited the opportunities for prospective adoptive parents to receive group classes in a state as large as the writer's. The need for adoption preparation had not been recognized until recently. The state wide study report, Adoption A life Long Process (1989) acknowledged the need for adoption education and proposed a plan to accomplish this goal.

A third cause of the problem was the distance required to travel for group classes offered in traditional settings. This distance factor discouraged prospective adoptive parents from taking part in any preparation for adoption. Classes had been offered through the community programs divisions at two university campuses, and through adult education programs in two high schools. Workshops had also been offered through Resolve and at the biannual adoption conference in the writer's state. The current partners in the business could not travel any more than they were currently.

The fourth cause for the problem was that up to this time the business had designed courses that required groups of learners to meet in one location. Since both partners were employed full time in other jobs as well as in the business, this limited the possible offerings to areas of the state that the trainers

could travel to and where there would be enough prospective adoptive parents to have a class.

## Literature Review

Very few works were found in the literature which discussed the preparation of adoptive parents for their coming role and responsibilities. Works related to foster and adoptive parent preparation were reviewed. The need for training was documented and the unavailability of such training was discussed. Lockhart (1982), Walker (1981), and Brown and Kelly (1987) discussed the needs of pre-adoptive parents to have education before adopting a child.

Lockhart (1982) acknowledged that the classes available for prospective parents are not always appropriate for adopting parents who may feel left out and may not have their particular concerns addressed in the classes. Prospective adoptive parents have "special psychological concerns" (pg. 116) which need to be discussed but would not necessarily be addressed in parenting classes. Lockhart summarized the problem by writing "unfortunately, educational programs designed for couples adopting newborns have not been available although they, too, require knowledge about infant care and parenting." (pg. 116) Brown and Kelly (1987) initiated a course particularly for prospective adoptive parents which had dual goals to "discuss issues associated with adoption and to provide prospective adoptive parents with opportunities to interact as a peer group." (pg. 79) The parents they interviewed felt that such a program was needed and that it would be more comfortable and beneficial if it were held apart from traditional parent preparation classes.

Walker (1981) wrote that " adoptive parents have special needs - for information, for coping with their own feelings, and for developing judgment and

skills in childrearing." (pg. 118 ) This survey reported that parents with more preparation for adoption expressed fewer needs in later parenting and had a greater confidence in their parenting abilities. Continuing needs for support were identified by many adoptive parents as a common concern.

Zimmerman (1977) stated that "society does not provide any external aids to prepare them (prospective adoptive parents) for parenthood." (pg. 192) Lack of classes limits the number of personal contacts prospective adoptive parents would make with other prospective adoptive parents. They are left mostly alone and the "degree to which their fantasies about their coming situation are similar or different from reality may determine the degree to which they experience crisis." (pg. 192) The article concluded with the following statement: "Although most adoptions are highly successful, parents can use all the help they can get in striving toward attaining normal family relations." (pg. 196)

Walker (1981) agreed with Zimmerman that "adoptive parents usually lack an already established support group when they become parents." (pg.118) Information about child care of the day-to day- type, parenting skills, and competence building should be done for prospective adoptive parents and was not available at the present time.

Brown and Kelly (1987) reported that "couples who are adopting a first child may be missing the instruction and group support offered in prenatal classes." (pg. 77) A survey done by Brown and Kelly reported that "a class of only prospective adoptive parents would have been more comfortable and beneficial" (pg. 78) when compared with traditional parenting preparation classes. They concluded that "beginning parenthood without the usual child care information and support may intensify the normal crisis of adjustment to

parenthood for prospective adoptive couples." (pg. 78)

Lockhart (1982) stated that "unfortunately, educational programs designed for couples adopting newborns have not been available...couples about to make an adoption also need to be able to discuss the special psychological concerns." (pg. 116) Steenkiste (1981) stated that "adoptive families do not have access to preparation classes so may be ill-prepared to cope with the care of an infant." (pg. 122) All of these authors recognized that traditional parenting preparation classes did not meet the unique needs of prospective adoptive parents.

Whitmore (1991) reported about work done in a northwestern state with large geographical areas and sparsely populated areas. The training was based on several assumptions: 1) trained providers are better prepared to address the needs of children in care, and 2) that training will provide a stable pool of placement resources. The geography, long travel distances, and communities widely spaced apart created problems for training in the state studied. Tilbor (1988) acknowledged that "ideally, educational services to adoptive parents should begin before the child is placed, but groups may not be available to do this." (pg. 105) DiGiulio (1987) stated that "adoptive parents have no readily available role models. Adoptive parents have no regular timetable for preparation and parenthood may occur abruptly." (pg. 562) These deficiencies could create additional stresses for adoptive parents.

## Chapter III

## ANTICIPATED OUTCOMES

The following goals and outcomes were projected for this practicum:

### Goal Statement

The writer's goal was to increase the opportunities for prospective adoptive parents to receive accurate introductory information about adoption. The area of the state in which they reside would not hinder this process.

### Specific Outcomes and Evaluations

The writer expected four outcomes would be initiated by this goal.

1. Twelve of twenty prospective adoptive parents who called the business requesting information would agree to use the introductory course materials developed. This would eliminate the lengthy telephone conversations previously used to educate some prospective adoptive parents. This outcome would be evaluated by an examination of telephone logs and mailing lists developed during the implementation phase of the project.

2. Ten of the twelve prospective adoptive parents who used the course materials would be more knowledgeable about adoption issues as they continued their pursuit of an adoption. This would be evaluated by the use of a questionnaire included with the materials that will be returned to the writer. (see

appendix A) 3. Ten of twelve adoptive parents who used the course materials would know what agencies, literature, groups, and other resources about adoption are available in the writer's state. This would be evaluated by a telephone interview within one week of their receipt of the materials.

4. Finally, eight of ten prospective adoptive parents would indicate that one month after using the materials they had continued their adoption education by reading, contacting an agency, attending a workshop, joining a group about adoption, or discussing adoption with a professional. This would be evaluated by a follow-up letter with a return postcard sent one month after the prospective adoptive parents received course materials. On the postcard they would indicate what, if any, further adoption education they had received.

## Chapter IV

## SOLUTION STRATEGY

### Discussion of Possible Solutions

Only two suggestions for solutions to increasing opportunities for introductory adoptive education for prospective adoptive parents in rural areas were found in the literature. Tilbor (1988) suggested that if groups were not available for prospective adoptive parents "educational opportunities could be structured individually by adoption professionals in various settings." (pg. 106) Whitmore (1991) suggesting using "a variety of audiovisual and written resources to reach providers in isolated rural areas." (pg. 211)

Several alternatives for action could have been used by the writer. The writer could have toured the state offering group classes in several locations. This would have been difficult as the writer had a full time job scheduled Monday through Friday. The state is so large that it would have been difficult to travel to many locations and still have had time available to offer class. The writer had received calls to the business from widely separated areas of the state so classes were needed in many locations.

The writer could have worked with existing private agencies to offer more training. All the agencies in the writer's state were sent brochures that outlined the services offered by the business. With the exception of the state adoption agency none of the agencies contacted the writer to discuss training. To keep their cost and fees to the lowest levels possible, the private agencies would not

hire an outside consultant to provide adoption education for their clients.

The third alternative was that the writer could develop educational materials in a variety of formats that could be mailed to prospective adoptive parents to introduce adoption issues, options, and information.

## Selected Solution

The writer chose to develop a variety of materials to introduce adoption issues and resources to prospective adoptive parents. The materials were of a variety of formats including information sheets and a videotaped presentation. The materials were packaged to be mailed to persons all over the writer's state. The writer believed this would be successful because it reduced the necessity for travel by the writer and prospective adoptive parents. The writer further believed that the information contained in such materials could be more thorough than what could be relayed through a telephone conversation.

## Report of Action Taken

The writer produced a forty-five minute videotape and a five chapter education packet of printed materials that was sent to callers to the business who were asking about adoption in the state. The first step towards completion of the writer's goal was to develop an outline which included the introductory information components about the laws, adoption options and agencies in the state, adoption literature, resources and major issues that adoption brings to a family. This was done during the first week of the implementation phase of the project. Determining the sequencing of the presentation of the material was critical to the writer in order to present the issues to be encountered with adoption early in the material before the details of the adoption process. The major sections of the materials were: 1) What is adoption today and positive adoption language; 2) Making an adoption decision and adoptive parent

responsibilities; 3) Adoption issues one will live with ; 4) The "nitty-gritty" of adoption-agencies, cost, types of adoption, the process; and 5) Resources for further education.

During week two the specific audiovisual and written materials were selected to support the components in the outline. They were reviewed for their appropriateness for a self contained course. Preliminary discussion was held with a local photographer who had experience doing videotaping . The goals of the project, his technical expertise, the time needed for the filming and the costs involved were discussed. An agreement was reached and a filming schedule for week three was set.

The filming of the audiovisual was completed in the third week of implementation. A goal of producing twenty minutes of usable taped material quickly became obsolete as the photographer became aware of the complexity of the topic. The taping was completed within three hours at five different locations. The locations chosen took into account such factors as lighting, noise levels, necessary props, and the need to obtain permission to use the location. During week four this three hour draft was viewed, reviewed, and edited by the writer, the photographer and a technician to produce a forty five minute tape. Coordination of the written materials in the packet with the tape was very important during the editing as symbols were used in the tape to indicate when the written materials were available. The proposal for the project included the expectation that a draft would be produced of the videotape that would be reviewed and revised during week four. When the writer learned of the complexity of the production process and the costs involved, one edition of the tape was all that was possible.

The final copies of all the written materials were copied, organized and

put into folders during week five of the project. Purchasing appropriate mailing envelopes, duplication of twenty videotapes, and finding covers and labels for the videotapes were also completed during week five. The postal regulations governing mailing of educational materials and the costs of mailing were determined at this time. This tasks were additional items that had not been considered during the proposal.

It was proposed that this product be reviewed and evaluated by a group of Resolve members who were prospective adoptive parents. The summer timing of the production, the distance necessary to travel to meet with the group, and their unavailability at the time made this impossible. An alternative evaluation process of the materials by eight adoption professionals, birthparents, adoptees, and adoptive parents developed during week six. The major criteria evaluated were accuracy of the materials, coordination of the written and video portions of the unit, and general quality and value of the production for the intended audience. (See appendix B) Suggestions for future productions, and suggestions to use when distributing the videotape were also garnered.

Advertisements about the availability of the course materials were purchased in one local newspaper running for five days, one statewide weekly newspaper, and one statewide advertising magazine. These particular publications were chosen as they typically are read by three very different populations. The high cost of advertising limited the number of publications the writer could use and the length of time that the advertisements could run. The Resolve group newsletter was also notified of the materials. This was done during week seven of the project.

Calls were received at the business during weeks eight through twelve.

Materials were sent out to prospective adoptive parents as requested. Follow-up began after the first materials were mailed out and continued through weeks ten, eleven, and twelve. The evaluations of the materials and the behaviors of the users of them was ongoing throughout the implementation period. An evaluation form was included with the written materials (see Appendix A) and all participants were asked to complete the evaluation and return it in a preaddressed stamped envelope to the writer. The prospective adoptive parents were encouraged to keep the written materials for future use. The tapes were returned to eliminate the need to duplicate more. Users of the materials took longer than expected to return the tape and the evaluation. The tape was lengthy and full of material which caused some to review the tape several times.

Calls were received during weeks nine and ten of the project. Packets were mailed out to many areas of the state. Results of the evaluations were compiled as they were returned. Week eleven was utilized as the final week to mail out packets. During week twelve all follow up calls were made. It had been proposed that postcards were to be utilized as a post use follow up to the project. The writer abandoned this plan when it was necessary to call the participants to solicit the evaluations. The writer could use this opportunity to ask about their post use behaviors and plans for further adoption education. Participants were encouraged to keep the materials for longer use but to return the evaluations.

The project was to be considered a success if post use evaluations from consumers of the materials were generally positive and if the outcomes previously discussed were accomplished. The outcomes were accomplished and the response to the educational materials was gratifying. The writer was

satisfied that an opportunity for adoption training had been developed that suitably met the needs of the target population.

## Chapter V

## RESULTS, DISCUSSION AND RECOMMENDATIONS

### Results

The writer identified the need for introductory education for prospective adoptive parents in the state. The large state with a sparse population offered few opportunities for this education. The writer proposed that a multimedia education unit that could be mailed out to prospective adoptive parents would be a useful tool for them to begin their education about the issues and process of adoption.

The first outcome proposed for the project was that twelve of twenty prospective adoptive parents who called the business to receive introductory adoption education would agree to use the educational unit. An examination of the telephone log kept during the implementation phase revealed that twenty one calls were received by the business. Sixteen callers were prospective adoptive parents. Thirteen of the sixteen prospective adoptive parents agreed to use the video tape and information packet of printed materials. The number of callers was less than expected, yet the number agreeing to use the unit was greater. Five other calls were received by the business during this time but the information needed was not introductory in nature. The callers who agreed to use the units were very pleased that such materials were

available. They were not hesitant in agreeing to use the packet or the videotapes. The writer made it clear over the phone that the materials would begin their education about adoption and that further study would be necessary. One caller did not have a VCR available so used only the printed educational materials.

The second outcome proposed that ten of twelve prospective adoptive parents would be more knowledgeable about adoption issues after using the unit. Even with follow up calls to urge participants to return the evaluations, only nine were returned. Every one of the nine respondents indicated that they were more knowledgeable about a variety of adoption issues after using the the unit. The questionnaire used (see appendix A) listed many adoption issues and respondents were asked to indicate whether the unit provided a first introduction, whether they gained information, found insufficient information, or had previous knowledge about the issues. Each of the seventeen topics listed had at least two respondents reporting that for them this was the first introduction to the topic. The items of "layers of development for adoptees" and "books about adoption for adults and for children" were new topics for seven and six respondents respectively. These same two items were also the only two which had no checks in the "insufficient information or had previous knowledge" columns. Each of the topics listed was also checked by two to four users in the "gained information" column.

The third outcome proposed that ten of twelve prospective adoptive parents would know what agencies, literature, groups, and other resources are available in the writer's state. The questionnaires were used to evaluate this outcome rather than a telephone call. It was found that the persons using the units took a longer time than anticipated to return the tape and the evaluation.

The time from mailing out the materials to beginning the evaluation by the writer was shorter and telephone calls were made to remind people to return the evaluations. The evaluation tool developed was more extensive than had been proposed so that it provided more information than had been expected. All the participants indicated that they had gained knowledge in all the areas.

The final outcome proposed that eight of the ten prospective adoptive parents using the materials would have continued their adoption education within one month of receiving the unit. This was to be evaluated with a follow-up letter and postcard. This information was gained during the telephone calls made to remind people to return the evaluations. All nine of the participants indicated that they had contacted an agency, gotten further reading materials, or had talked to an adoption professional. Letters were written to all participants thanking them for using the unit and encouraging them to continue their education and offering the business as a future resource.

## Discussion

The writer was satisfied that the solution chosen was the correct one for this state and population and that the outcomes were met for the project. The partner in the business was also satisfied that a valuable addition to the resources for adoption education was now completed and available to be used in the state. The time spent on the telephone answering questions about adoption has been reduced and prospective adoptive parents can use the materials in their homes. Several indicated that they had reviewed certain areas in the tape until they felt comfortable with their understanding of the concepts presented. Participants indicated that the tape was of a good length, that the written materials supported the tape information, and that it was a valuable educational tool. The packets were able to be mailed easily and the

comments received from all the participants were positive. Several made comments about particular aspects of the tapes or the written materials that were particularly helpful to them.

The writer learned a great deal about the production of a special interest videotape as a result of this project. This was unexpected and led to an additional evaluation process of the materials by a group of adoption professionals and adoption triad members (adoptive parents, adoptees, and birthparents). Areas to be improved in a second edition of the tape were suggested, particularly of a technical nature. The amount of material covered in the tape, the organization, the content, the philosophy, and the accuracy of the material was all evaluated. All this evaluation was completed before any prospective adoptive parents used the materials. The results and comments were compiled to be used at a future time. The writer believed that it was important to have this input before offering the unit to the public. The photographer employed to produce the tapes became very interested in the material and had suggestions to improve the tape if it is redone another time.

One of the things learned by the writer that was unexpected was how difficult it was to inform the public in such a large state about the availability of such an educational unit. The population was so spread out and the number of avenues needed to completely inform the public were overwhelming. The writer was limited, by funds available, to only three publications for advertising. Working with the media to develop advertisements was a new experience. The educational materials developed were not dated so that they will be useful for a while so that knowledge of the unit's availability can spread in less costly ways. Small posters were developed to supplement the paid ads. The Resolve newsletter was not published during the summer so was not available for

publicity as had been expected. Given these limitations the writer was very satisfied with the results.

## Recommendations

The writer makes four recommendations for further work in this area:

1. Work must be continued through a variety of methods to let the public know of the availability of the educational unit. The response was so positive that it was clear that the unit met a need for prospective adoptive parents.

2. Consideration should be given to refilming the videotape in this education unit to improve the technical aspects of the production. Suggestions by the pre-use evaluators and by the participants could be incorporated into another edition of the materials.

3. The cost of the production of the videotape and the written materials should be considered in future units.

## Dissemination

At several adoption related meetings since the project began, the writer has announced the availability of the unit. The response has been gratifying. Adoptive parents in particular have been glad to hear that this resource is now available to others. They all suggested that their initial questions were difficult to find answers to and that the idea of a unit that could be mailed out to people was very valuable. The Adoption Program Specialist for the writer's state was one of the professionals who evaluated the unit. She felt it was a valuable tool and would be willing to let persons who call her seeking adoption information know of its availability. The writer will continue to distribute posters to let the public know of the unit and will bring it to adoption meetings and conferences in the state. The Resolve organization will be informed of the unit as will all the private adoption agencies in the state. The writer continues to offer workshops

on introductory adoption education to a variety of groups including early childhood educators at the local, regional and national levels.

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APPENDIX A

## Introductory Adoption Education for Maine
## Video and Information Packet

Please indicate in which of the following categories you would place yourself, more than one of the following may be applicable.

____ prospective adoptive parent ____ birth parent ____ adoptee
____ adoptive parent ____other (please comment)_____
_____

* * *

1. Check the following ideas and concepts that you were introduced to for the first time.

2. Check the following ideas and concepts that you feel you gained a more complete understanding of as a result of using the tape and accompanying written materials.

3. Check the following ideas and concepts for which the tape and accompanying written materials did not provide adequate information.

4. Check those items for which you had previous knowledge.

MORE THAN ONE OF THE CATEGORIES MAY BE CHECKED FOR EACH ITEM.

| | first introduction | gained information | insufficient information | had previous knowledge |
|---|---|---|---|---|
| definition of adoption | _____ | _____ | _____ | _____ |
| positive adoption language | _____ | _____ | _____ | _____ |
| adoption triad | _____ | _____ | _____ | _____ |
| readiness for adoption | _____ | _____ | _____ | _____ |
| clarifying personal adoption goals | _____ | _____ | _____ | _____ |
| similarities/differences in adoptive families | _____ | _____ | _____ | _____ |
| layers of development for adoptees | _____ | _____ | _____ | _____ |

| | first introduction | gained information | insufficient information | had previous knowledge |
|---|---|---|---|---|
| telling child about adoption | _____ | _____ | _____ | _____ |
| legal adoption options in Maine | _____ | _____ | _____ | _____ |
| types of adoptions | _____ | _____ | _____ | _____ |
| "openness" in adoption | _____ | _____ | _____ | _____ |
| costs of adoption | _____ | _____ | _____ | _____ |
| process of adoption | _____ | _____ | _____ | _____ |
| books about adoption: for adults | _____ | _____ | _____ | _____ |
| for children | _____ | _____ | _____ | _____ |
| Maine adoption agencies | _____ | _____ | _____ | _____ |
| Other adoption resources | _____ | _____ | _____ | _____ |

. . .

Please rate each of the following items using the scale provided. Comments are welcomed and will be helpful in the providing of future adoption education materials.

1. the quantity of information presented

1 3 5 7 9
poor |_____|_____|_____|_____|_____| excellent

2. the organization of the material provided

1 3 5 7 9
poor |_____|_____|_____|_____|_____| excellent

3. the clarity of the presentation

| | 1 | 3 | 5 | 7 | 9 | |
|---|---|---|---|---|---|---|
| poor | I_____ | I_____ | I_____ | I_____ | I | excellent |

4. Do the written materials provide adequate support of the video presentation?

| | 1 | 3 | 5 | 7 | 9 | |
|---|---|---|---|---|---|---|
| poor | I_____ | I_____ | I_____ | I_____ | I | excellent |

5. Is the length of the video appropriate for the intended audience?

| | 1 | 3 | 5 | 7 | 9 | |
|---|---|---|---|---|---|---|
| poor | I_____ | I_____ | I_____ | I_____ | I | excellent |

6. How would you rate the educational unit overall?

| | 1 | 3 | 5 | 7 | 9 | |
|---|---|---|---|---|---|---|
| poor | I_____ | I_____ | I_____ | I_____ | I | excellent |

Comments:

Please provide any comments you feel will add to your evaluation of the adoption education unit.

Thank you very much for your help in evaluating these materials.

Martha B. Naber

APPENDIX B

## Reaction Form

Please indicate in which of the following categories you would place yourself, more than one of the following may be applicable.

____ adoptive parent ____ birth parent ____ adoptee

____ adoption professional ____ other, please indicate _____
_____

Please rate each of the following items using the scale provided. Comments are welcomed and will be helpful in the providing of future adoption education materials.

1. the accuracy of the information presented

| | 1 | 3 | 5 | 7 | 9 | |
|---|---|---|---|---|---|---|
| poor | I_____ | I_____ | I_____ | I_____ | I | excellent |

2. the organization of the material provided

| | 1 | 3 | 5 | 7 | 9 | |
|---|---|---|---|---|---|---|
| poor | I_____ | I_____ | I_____ | I_____ | I | excellent |

3. the clarity of the presentation

| | 1 | 3 | 5 | 7 | 9 | |
|---|---|---|---|---|---|---|
| poor | I_____ | I_____ | I_____ | I_____ | I | excellent |

4. the amount of information contained in the educational unit

| | 1 | 3 | 5 | 7 | 9 | |
|---|---|---|---|---|---|---|
| poor | I_____ | I_____ | I_____ | I_____ | I | excellent |

5. the rate at which the instructor presented information

| | 1 | 3 | 5 | 7 | 9 | |
|---|---|---|---|---|---|---|
| poor | I_____ | I_____ | I_____ | I_____ | I | excellent |

6. Did the presentation answer the questions you would expect prospective adoptive parents to have?

| | 1 | 3 | 5 | 7 | 9 | |
|---|---|---|---|---|---|---|
| poor | \|_____ | \|_____ | \|_____ | \|_____ | \| | excellent |

7. Was the information presented in an interesting manner?

| | 1 | 3 | 5 | 7 | 9 | |
|---|---|---|---|---|---|---|
| poor | \|_____ | \|_____ | \|_____ | \|_____ | \| | excellent |

8. Do the written materials provide adequate support of the video presentation?

| | 1 | 3 | 5 | 7 | 9 | |
|---|---|---|---|---|---|---|
| poor | \|_____ | \|_____ | \|_____ | \|_____ | \| | excellent |

9. Is the length of the video appropriate for the intended audience?

| | 1 | 3 | 5 | 7 | 9 | |
|---|---|---|---|---|---|---|
| poor | \|_____ | \|_____ | \|_____ | \|_____ | \| | excellent |

10. How would you rate the educational unit overall?

| | 1 | 3 | 5 | 7 | 9 | |
|---|---|---|---|---|---|---|
| poor | \|_____ | \|_____ | \|_____ | \|_____ | \| | excellent |

Comments:

Please provide any comments you feel will add to your evaluation of the adoption education unit.